

Design Technology (DT)

Milestone UKS2

Cycle 2023-2024

The expected level on this milestone represents the required level for a Year 6 child.

Structures (Frames)	Basic:	Expected:	Deep:
Prior Learning/ Experiences			
Experience of using measuring, marking out, cutting, joining, shaping and finishing techniques with construction materials.			
Basic understanding of what structures are and how they can be made stronger, stiffer and more stable.			
Designing			
Carry out research into user needs and existing products, using surveys, interviews, questionnaires and web-based resources.			
Develop a simple design specification to guide the development of their ideas and products, taking account of constraints including time, resources and cost.			
Generate, develop and model innovative ideas, through discussion, prototypes and annotated sketches.			
Making			
Formulate a clear plan, including a step-by-step list of what needs to be done and lists of resources to be used.			
Competently select from and use appropriate tools to accurately measure, mark out, cut, shape and join construction materials to make frameworks.			
Use finishing and decorative techniques suitable for the product they are designing and making.			
Evaluating			
Investigate and evaluate a range of existing frame structures.			
Critically evaluate their products against their design specification, intended user and purpose, identifying strengths and areas for development, and carrying out appropriate tests.			
Research key events and individuals relevant to frame structures.			
Technical knowledge and understanding			
Understand how to strengthen, stiffen and reinforce 3-D frameworks			
Know and use technical vocabulary relevant to the project.			

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Textiles (Using CAD in Textiles)	Basic:	Expected:	Deep:
Prior Learning/ Experiences			
Experience of stitching, joining and finishing techniques in textiles.			
Experience of making and using textiles pattern pieces.			
Experience of simple computer-aided design applications.			
Designing			
Generate innovative ideas through research including surveys, interviews and questionnaires.			
Develop, model and communicate ideas through talking, drawing, templates, mock-ups and prototypes including using computer-aided design.			
Design purposeful, functional, appealing products for the intended user that are fit for purpose based on a simple design specification.			
Making			
Produce detailed lists of equipment and fabrics relevant to their tasks.			
Formulate step-by-step plans and, if appropriate, allocate tasks within a team.			
Select from and use a range of tools and equipment, including CAD, to make products that are accurately assembled and well finished. Work within the constraints of time, resources and cost.			
Evaluating			
Investigate and analyse textile products linked to their final product.			
Compare the final product to the original design specification.			
Test products with intended user, where safe and practical, and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose.			
Consider the views of others to improve their work.			
Technical knowledge and understanding			
A 3-D textile product can be made from a combination of accurately made pattern pieces, fabric shapes and different fabrics.			
Fabrics can be strengthened, stiffened and reinforced where appropriate.			

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Food (Celebrating Seasonality)	Basic:	Expected:	Deep:
Prior Learning/ Experiences			
Have knowledge and understanding about food, hygiene, nutrition, healthy eating and a varied diet.			
Be able to use appropriate equipment and utensils and apply a range of techniques for measuring out and preparing and combining ingredients.			
Designing			
Generate innovative ideas through research and discussion with peers and adults to develop a design brief and criteria for a design specification.			
Explore a range of initial ideas and make design decisions to develop a final product linked to user and purpose.			
Use words and annotated sketches and information and communication technology as appropriate to develop and communicate ideas.			
Making			
Write a step by step recipe including a list of ingredients, equipment and utensils.			
Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients.			
Make, decorate and present the food product appropriately for the intended user and purpose.			
Evaluating			
Carry out sensory evaluations of a range of relevant products and ingredients. Record the evaluations e.g. using tables/ graphs/ charts such as star diagrams.			
Evaluate the final product with reference back to the design brief and design specification taking in to account the views of others when identifying improvements.			
Understand how key chefs have influenced eating habits to promote varied and healthy diets.			
Technical knowledge and understanding			
Know how to use utensils and equipment including heat sources.			
Understand about seasonality in relation to food products and source of different food products.			
Know and use relevant technical and sensory vocabulary.			